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| **COLEGIO COLOMBO BRITÁNICO**  **SCHOOL YEAR 2011-2012**  **LEARNING EXPERIENCE PLANNER** | | | | | | | | | | | |
| **Grade:** First | | **Unit:** How we organise ourselves | | | | | **Driving  Supporting** **Discipline-Specific** | | | | |
| **Modality**  Visual  Kinaesthetic  Auditive | **Style**  Mastery  Understanding  Interpersonal  Self-expressive | | | **Intelligences** | | | | **ASSESSMENT**  DiagnosticFormative Summative | | | |
|  |  | | | Visual-Spatial  Verbal-Linguistic  Kinaesthetic  Logical-Mathematical | Musical  Interpersonal  Intrapersonal  Naturalistic | | | **Strategies**  Observation  Performance Assessment  Process-focused  Selected response  Open-ended Task  Other | | **Tools**  Rubric  Exemplars  Checklist  Anecdotal Records  Continuum  Other | |
| **Achievement Indicators:** Discusses, identifies, and places outcomes in order of likelihood: impossible, unlikely and certain (Probability I) | | | | | | **Skills:** | | | | | |
| **Materials:** Half piece of craft paper or similar, **markers**. | | | | | | **Grouping**  Individual  Pairs  Small group  Half group  Whole group | | | **Co-teaching** | | |
|  | | | | | |  | | | **Whole group**  One teach-one drift  One teach-one observe  One teach-one assist  Team-teaching | | **Small Group**  Alternative  Parallel  Stations |
| **Date:** Feb. 6th – 10th | | | **Time:** 45 min. | | |  | | |  | |  |
| **Description** | | | | | | | | | | | |
| **Opening:** The teacher will ask the children brainstorm examples of things that will happen, might happen and won't happen. For example: Today will snow (won´t happen), a child´s mum will pick him/her up after extracurricular activities (might happen), they will have Spanish class (Will happen). Keep in mind that "will, won´t and might happen" is the vocabulary the children have learnt in Kinder, so the teacher can paraphrase what they say: "Oh! It is IMPOSSIBLE that today will snow!, it is POSSIBLE that today your mum picks you up and it is CERTAIN that today you have Spanish class. | | | | | | | | | | | |
| **Main Activity:** he teacher will introduce one more variable through **POSSIBLE** (MORE LIKELY AND LESS LIKELY) and he/she will make a chart on a piece of craft paper (1/2 "pliego" size) making four columns with these four variables **(IMPOSSIBLE - LESS LIKELY - MORE LIKELY - CERTAIN)** giving at least two examples of each one. Provide more statements and ask children to help you locate them in the chart according to their likelihood to happen. Ask the children to give more examples and write them in the chart.  If time allows, put two yellow cubes and eight red cubes in an opaque bag and have the children come up with predictions of what is certain, more likely, less likely and impossible if we start to take out the cubes one by one and then put them back in the bags. Begin to take out the cubes from the bag and record the results on a tally chart on the board. Remember to put them back in the bag before taking out another cube. After twenty tries compare the results with their predictions. | | | | | | | | | | | |
| **Tier 1:** | | | | | | | | | | | |
| **Tier 2:** | | | | | | | | | | | |
| **Tier 3:** | | | | | | | | | | | |
| **Closing:** Chosen randomly, the teacher will encourage children to give their own examples of the two new variables MORE LIKELY and LESS LIKELY. | | | | | | | | | | | |